**K-5ELA Lesson Plan**

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| **Teacher:**  **Michelle Lee, Brittany Baldwin, Anna Potts** | | **Grade:**  **2nd** | | | **Date(s)**: 9/13-14 (2 days) |
| **Unit Title: A Story to Share** | | | **Corresponding Unit Task: Task 4- Biographical Writing** | | |
| * **Essential Question(s):** How does asking and answering questions help me to understand key ideas and details while I read? How do good writers tell the story of someone else’s life? | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  “A Weed is a Flower” Reading Street 2.1  <eric_carle.ppt>  <http://www.educationoasis.com/curriculum/GO/GO_pdf/chain_6.pdf>  <Writing_Process.ppt>  Chart Paper  Markers  Paper  Crayons | | | | **Biography, fact, writing process, brainstorming, organizing, draft, edit, rewrite, sequence** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**  X Modeled (Me)  x Shared (We)  xGuided Practice (few)  xIndependent (you) | **Reading**  **Standards: RI.2.1** Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.  **RI.2.10** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.  **I Can Statement(s):** I can ask and answer questions to demonstrate the understanding of key details.  **Instructional Plan:**  **9/13 \*** Tell students to talk with their table groups about what they remember about George Washington Carver, teacher will walk around to add to conversation   * Teacher will write facts on the board that she heard children discussing * She will introduce “A Weed is A Flower” to students and let them predict what they might learn from the story (reviewing biographies and discussing how this version of his biography might be different from the reading a to z version) * Teacher will focus on what vocabulary they might find from the story. She will write words that students call out on chart paper. Together they will review word attack strategy for figuring out unknown words. * Students will begin to partner read story (around the room) and will write down any unknown words and their guesses * After, teacher and students will discuss comprehension of story and vocabulary words that students identified * She will add definitions to the vocabulary chart   **9/14** \* Teacher and students will review vocabulary by tossing a bean bag (teacher will call out a word and throw the bean bag, whoever catches it must identify the word and throw it back)   * Teacher will ask what it means to sequence a story and how that helps us as good readers. * Teacher will model identifying the first important event from “A Weed is a Flower” by illustrating it and writing a sentence for it. * Students will reread the story independently (or in partners) and fill out the sequence graphic organizer using pictures and sentences. * Students who are struggling can refer to the end of the story and the six pictures at the bottom to help them identify the major events * Student volunteers can share their sequence charts with the class (reviewing how to be a good audience and speaker) | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared  X Guided Practice  X Independent | **Writing**  **Standards: W.2.2**Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.**W.2.5.** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.  **I Can Statement(s):** I can write informative pieces.  I can use facts in my writing.  **Instructional Plan:**  **9/13** \* Teacher will ask students what they know about biographies and about Eric Carle by showing some of his picture books.   * Teacher and students will view Eric Carle Power Point and discuss important parts of his life that should be included in a biography * Teacher will model writing another biography following the writing process (letting students share in the process) * Teacher will focus mainly on editing and revising, looking for spelling, punctuation and capital letters. She will show students how to reread and edit. * Let students continue to work on their biographies, conferring with partners or table groups. * Teacher will conference with students as they work. * Early finishers can begin on power point (using Eric Carle’s ppt as a model)   **9/14**  \* Teacher will quickly review writing process and writing biographies.   * Students who are finished will go to carpet and pair up to be “critics” (teacher will review process of listening and giving positive comments and suggestions) * Students who want to rewrite their biography can or they can begin to write the biography of George Washington Carver (see reading) * Students will be rotating between computer for powerpoint, conferencing with teacher, writing or working with a partner | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared   * Guided Practice   X Independent | **Word Study**  **Standards: Standards: L.2.4a.** Use sentence-level context as a clue to the meaning of a word or phrase.  **I Can Statement(s): I can figure out new words using context clues in a story.**  **Instructional Plan:**  **9/13 \***See Reading (students will figure out new words using context clues in “A Weed is a Flower”, by using context or picture clues).  **9/14** \* Students will create a vocabulary study guide using words learned from “A Weed is a Flower” | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared  X Guided Practice  X Independent | **Speaking & Listening**  **Standards: SL.2.1.** Participate in collaborative conversations with diverse partners about *grade 2 topics and texts*with peers and adults in small and larger groups.   1. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). 2. Build on others’ talk in conversations by linking their comments to the remarks of others. 3. Ask for clarification and further explanation as needed about the topics and texts under discussion.   **SL.2.4.** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.  **I Can Statement(s): I can follow the rules of discussion and add to what was said.**  **Instructional Plan:**  **9/13 and 9/14** \*See Reading and Writing- reading discussion and writing conferencing | | | | |
| **Closing/Summarizing Strategy** | **9/13** 3-2-1 Students will write down 3 facts they learned, 2 interesting ideas and 1 question they still have  **9/14** Students will work in table groups to sequence the events from George Washington Carver’s life (events on cardstock in baggies) | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| Students who finish early will begin their power point.  Students can write own version of GWC’s life. | | Students can meet with teacher to identify which ideas to write first. Color coded organizer can be used. | | | Students can meet with teacher to identify which ideas to write first. Color coded organizer can be used.  Picture cards from story. |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  Student writing, sequence charts | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*